DOCUMENT RESUME

ED 146 329 CE 008 830

AUTHOR	Hawkinson, Bruce
TITLE	Punctuation Potpourri. An Office Education Mini Curriculum Manual on Other Punctuation Marks.
INSTITUTION	New Mexico State Dept. of Education, Santa Fe. Office of Vocational-Technical Education.
PUB DATE	76
NOTE	28p.; For related documents see CE 008 821-831
AVAILABLE FROM	Curriculum Development Unit, New Mexico State Department of Education, Education Building, Santa Fe, New Mexico 87503 (set of ten manuals and teacher's guide, $8.50; not available separately)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Business Education; *Business English; Clerical Workers; *Grammar; Instructional Materials; Learning Activities; Manuals; *Office Occupations Education; *Punctuation; Secondary Education; Tests; *Writing Skills
IDENTIFIERS	New Mexico

ABSTRACT

One in a series of ten mini-manuals on office communication proofreading, this booklet for business and office students provides instruction in the use of apostrophes, quotes, italics, hyphens, brackets, ellipsis dots, leader dots, bullets, superscripts, and subscripts. Included are terminal and specific objectives, punctuation rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146329

PUNCTUATION POTPOURRI

An Office Education Mini Curriculum Manual on
OTHER PUNCTUATION MARKS

By BRUCE HAWKINSON, Editor-Writer
Sandia Laboratories, Albuquerque, New Mexico

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
George S. Ansbary

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

CURRICULUM ADVISORY COMMITTEE: Jeanne Hightower (State Supervisor); Adalee Cook, Santa Fe; Donna Denton, Albuquerque; Wanda Harriman, Ft. Sumner; Barbara Logan, Albuquerque; Marsha McVey, Dexter; David Morgan, Thoreau; Rose Womack, Truth or Consequences; Linda Gammill (Asst. State Supervisor)

CE 008 830

NEW MEXICO STATE DEPARTMENT OF EDUCATION
1976

© 1976 New Mexico State Department of Education, Santa Fe, New Mexico 87503

NEW MEXICO STATE BOARD OF EDUCATION

Herbert E. Walsh, President, Gallup
Joseph Romero, Vice-President, Espanola
Virginia Gonzales, Secretary, Santa Fe
Frederic G. Comstock, Albuquerque
Virgil Henry, Hobbs
L. Grady Mayfield, Las Cruces
Henry L. Rodriguez, Albuquerque
Lois M. Tafoya, Belen
George O. Teel, Hope
Lydia C. Wright, Albuquerque

Leonard J. DeLayo, Superintendent of Public Instruction
Robert Ruiz-Esparza, Deputy Superintendent of Public Instruction
Weldon Perrin, Assistant Superintendent, Instructional-Vocational Division
Wilma Ludwig, Director of Vocational Education
George S. Amsbary, Director, Vocational Curriculum Development

What you'll find in this booklet

The point of this booklet (TERMINAL OBJECTIVE)	PAGE 1
Specifically, what you have to be able to do (SPECIFIC OBJECTIVES)	PAGE 2
Things to know about other punctuation marks (INFORMATION)	PAGE 19
The Test	PAGE 21

5×5×5 = 5³
Kansas City Star
BELL-LIKE
1's
Liberté
'tis
MICHAELANGELO'S DAVID
[9th edition]
H₂O
...EVERY MAN...
THE CLASS OF '76
Egalité
...I give up.'"
ARE'N'T
• Compass
self-made
the's
• backpack
IT'S
semi-independent
X's
Fraternité
Five-foot
3'9"
TWENTY-ONE
7's
• Electric toaster
The blizzard of '88
WIDE-OPEN
...a new nation...
[sic]
• SLEEPING BAG
34° 15' S

THE POINT OF THIS BOOKLET
(i.e., Terminal Objective)

When you are able to show that you know (and can apply) all the rules given in this booklet for other punctuation – that means, when you've studied the objectives, read the INFO pages carefully, done the TASKS successfully, and gotten at least 85 per cent on the TEST at the end – you'll be able to use apostrophes, quotes, italics, hyphens, brackets, ellipsis dots, leader dots, bullets, superscripts and subscripts on almost any job you get.

OBJECTIVE
OEM9-2

SPECIFICALLY, WHAT YOU HAVE TO BE ABLE TO DO:

1. Select from given phrases one or more that is an apt analogy to punctuation marks, in terms of their functions.

2. Choose from given words and phrases those that show correct usage of apostrophes.

3. Insert apostrophes correctly in given sentences involving pluralization of numbers, letters, and words used as words.

4. Identify which of given statements involving the use of apostrophes and quotation marks to stand for feet, inches, minutes, or seconds, are true and which are not.

5. Complete a given unfinished sentence to indicate what punctuation mark is used to enclose quotations within quotations.

6. Underscore words in a given list of words and phrases to indicate which should be italicized.

7. Insert hyphens in the correct places in given sentences involving compound adjectives and adverb-adjective combinations.

8. Insert hyphens in the correct places in given sentences involving words that are awkward without hyphens.

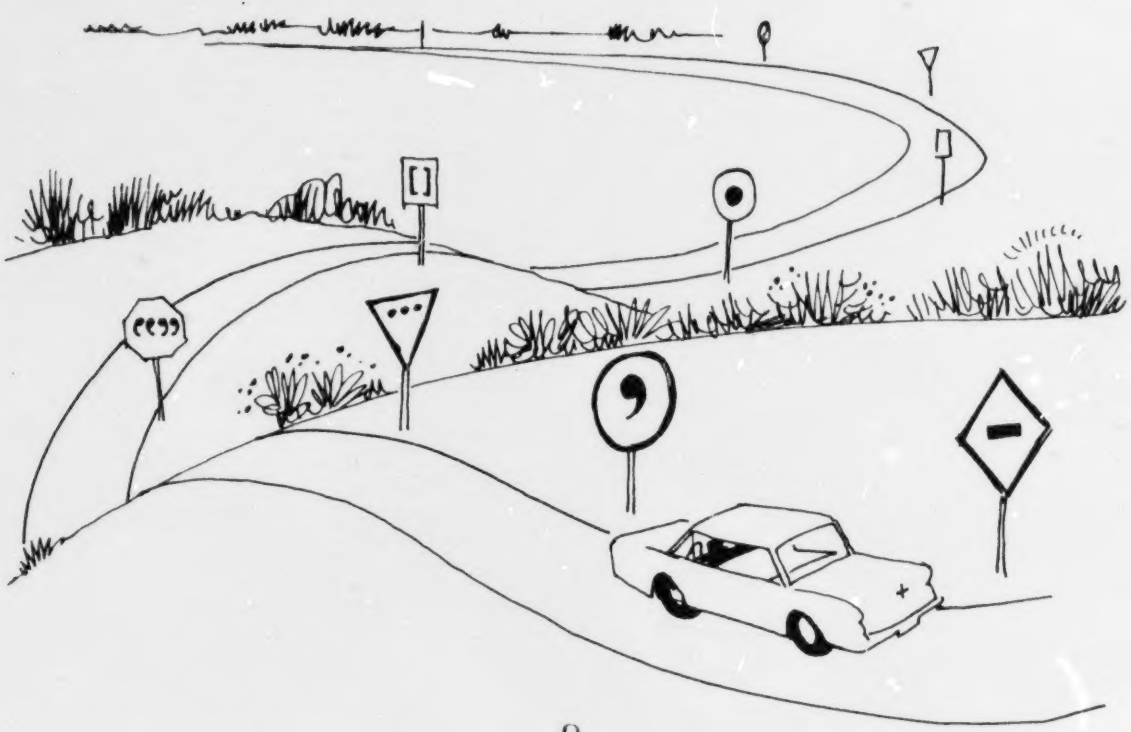
9. Select from given statements those which show the correct usage of brackets.

10. Complete two given unfinished sentences to state how ellipsis dots are constructed and when they are used.

11. Construct a brief listing in which leader dots are necessary and insert them properly.

12. Add bullets to a given sentence properly.

13. Give examples of terms which involve the use of superscripts and subscripts.



1st THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Punctuation marks are like traffic signals – annoying sometimes, but necessary.

Like traffic signs, punctuation marks tell the reader when to stop, when to slow down, when to start where to detour, where to look for possible dangers, and the like. Giving the reader the right punctuation mark can be just as important as giving a driver the right traffic sign.

It's true that a street department may have choices sometimes (between a STOP and a YIELD sign, for example). A writer, too, may have choices (between *quotation marks* and *italics,* for example). And, as with traffic signs, the wrong punctuation mark can be more confusing than no punctuation mark at all. Use the appropriate one.

The rest of this mini-manual will tell you what you need to know about some of the less common punctuation marks – ones that haven't been discussed in the other mini-manuals.

2nd THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Apostrophes often tell the reader that one or more letters or numbers are missing.

NOTE: The most common, and most difficult, use of apostrophes is to indicate ownership. See the mini-manual called "S With or Without a Squiggle"

Contractions are formed by joining two words with an apostrophe indicating the place where letters were omitted *(not where the words were joined)*

2 Words	*Correct*	*Incorrect*
are not	*aren't*	are'nt
it is	*it's*	its'
it is	*'tis*	tis

Apostrophes indicate the omission of numbers, too:

The Class of 1976 = The Class of '76

The blizzard of 1888 = The blizzard of '88

The antiwar riots of the 1960's = The anti-war riots of the '60s.

3rd THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

An apostrophe is used to make the plural form of figures, letters, symbols, and words used as words.

Here is an example of each:

His 1's look like 7's. (FIGURES)

Albuquerque is often spelled with too many r's. (LETTERS)

Use *'s, to X's, to indicate footnotes. (SYMBOLS)

The paragraph is full of *a's*, *an's*, and *the's*. (WORDS AS WORDS)

Here are three exceptions:

1. Market quotations (such as *New York City 6s* or *Miami 5¼s*) are usually typed without apostrophes.
2. If the word already contains an apostrophe (a contraction, for example), don't add a second one to make the plural. For example: *She mentioned several shouldn'ts but few should's.*
3. If the plural form is quite clear without an apostrophe, it's sometimes omitted. For example:

   He makes his 5s strangely. (OK)

   He makes his 0s strangely. (Confusing)

   The teacher discussed the how- but not the whys. (OK)

4th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Apostrophes may be used to indicate feet or minutes, while quotation marks indicate inches or seconds.

Some examples:

3 feet 9 inches = *3'9"*

3 minutes 50 seconds = *3'50"*

34 degrees 15 minutes south = *34° 15' S.*

5th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Use apostrophes to enclose quotations within quotations.

For example:

"I remember," said George, "when you shouted, 'Hold your fire. I give up.'"

6th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS.

Use italics for titles of publications, foreign words and phrases, words used as words, and emphasis.

In handwritten and in typed material (unless the typewriter can type italics), use an underscore to indicate what you want to be in italics.

Italicize *titles of works published separately*, not those included with other works. In other words, italicize *names of novels* but not short stories; italicize *full-length play titles;* italicize the *names of long poems published by themselves* but not the name of a shorter poem in a collection. Italicize *magazine* and *newspaper titles.* Italicize *movie titles.* Titles of *ships* and *works of art* are often italicized, too. Some examples:

Gone with the Wind was a good novel, but *Gone with the Wind* was a great movie.

John Milton's greatest work is *Paradise Lost*, but I prefer his shorter poem "When I Consider How My Light is Spent."

Hemingway's "The Short Happy Life of Francis Macomber" was first published in *Cosmopolitan*, a magazine.
Hemingway's first job was as a reporter on the Kansas City *Star*.

Michaelangelo's *David* is a magnificent sculpture.

6th THING, Cont.

Italicize *foreign words and phrases* (or enclose them in quotation marks). For example:

Austria declared him *persona non grata*.

The motto of the French Revolution was *Liberté, Egalité, Fraternité*.

NOTE: Very common foreign words or phrases such as "etc." are seldom italicized.

Italicize *words used as words* (or *letters used as letters*).

No one seems sure of the origin of *okay*.

Dot your *i's* and cross your *t's*.

Italicize words which need special *emphasis*.

Rush this job to the printer.

In law, *possession* and *ownership* are quite different.

7th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Use a hyphen between two or more words used as a compound adjective modifying a following noun.

Most people don't do this enough, incidentally. Yet it really helps a reader read more easily. For example:

This is a manual for office education.

The dog leaped a five-foot fence.

The children fled through the wide-open door.

This is an office-education manual.

Don't use a hyphen when the adjective follows the noun.

The door was wide open.

And don't use a hyphen when one part of the compound adjective is an adverb ending in *ly*, or is the word *well*.

RIGHT: It was a skillfully executed play.
It was an extremely generous offer.
That was a well done steak.

WRONG: The quarterback suffered a badly-twisted ankle.
It was a well-worn rug.

17

8th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:
There are other hyphen uses.

- Use hyphens after prefixes such as *ex, self, all.* For example:

  My *ex*-husband is quite wealthy.

  He is a *self*-made man.

  If my lawyer were as *all*-knowing as he says he is, I'd be rich too.

- Use hyphens in the written-out form of numbers from 21 through 99.

  twenty-one seventy-six ninety-nine

- Use hyphens to avoid awkward combinations of letters:

  bell-like, not belllike

  ultra-active, not ultraactive

  semi-independent, not semiindependent

  BUT: *skiing*, not *ski-ing*, is correct.

- Many compound words are in the process of shifting from two words to a hyphenated word to one word. *When in doubt check a recent dictionary.*

9th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS

Use brackets around editorial asides, and parenthetical material within longer parenthetical material.

Editorial asides include statements such as *"[These data were later found to be inaccurate. — Editor.]"* or corrections such as *"Columbus found the New World in 1392 [1492]."* or to point out errors in the original: *"He asked for too [sic] new cars."*

(NOTE: The word "sic" means "thus"; in other words, "thus it was in the original.")

Use brackets as parentheses within parentheses.

Write: (See *Webster's New Collegiate Dictionary* [9th edition], page 157.)

Not: (See *Webster's New Collegiate Dictionary* (9th edition), page 157.)

If your typewriter has no bracket keys, construct them with the slash and underscores. They will look like this: ⌊¯⌋. Or leave enough space for them and draw them in neatly.

10th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Use ellipsis dots to indicate the omission of words from a quotation.

Assume that the original quotation was: *No man is an island, entire of itself; every man is a piece of the continent, a part of the main."*

If you wish to quote parts of it, use ellipsis dots (three periods separated by spaces) to indicate the places where words were left out:

"No man is an island, . . . every man is . . . a part of the main."

NOTE: If it would not confuse the reader, retain the original punctuation marks (such as the comma above). And if the words left out follow the period at the end of what you did quote, use four dots – the period quoted plus the three ellipsis dots. For example:

"Four-score and seven years ago our forefathers brought forth on this continent a new nation: . . ."

11th THING TO KNOW ABOUT OTHER PUNCTUATION MARKS:

Use leader dots to guide a reader's eye from one listed item to another.

Leader dots are periods (with or without spaces) which extend from an item in the left column to another item in the right column. For example:

All years before 1860 ..... $1,113,000
1860-70 907,000
1871-80 539,500

OR

Sir Toby ..... Frank Jones
Lady Appleby, The Queen's Maid ..... Shirley Booth
James ..... Larry Chavez

If spaces are used with the periods, line the periods one above the other.

12

Bullets are often used before items in a listing when sequence doesn't matter.

A bullet is a fat period raised a half (vertical) space above the usual period position. For example:

Bring the following equipment:

- Backpack
- Sleeping bag
- Compass
- Electric toaster

Unless your typewriter has a "bullet" key, use a lower case "o" or a degree symbol (as in 32°) and fill in the space with a pen (which, of course, contains the right color of ink).

13

Superscripts and subscripts must be properly positioned.

Superscripts and *subscripts* are common in technical writing. For example, the term for water is H_2O, not *H2O*. The "2" in H_2O is a *subscript* (from "sub" which means *below*).

"Five cubed" can be written *5 x 5 x 5*, but it's usually written 5^3. The "3" is a superscript.

Unless your typewriter has a key for smaller-than-usual sized numbers, make super and subscripts with the usual set of numbers positioned properly by hand.

NOTE: If your typewriter has special typefaces on a separate "ball" (such as with an IBM Selectric), use whichever ball has the special symbol or size of number necessary.

Tasks for Practice

TASK 1 – Add to or correct as necessary:

Our senior play was'nt a great success. It was called Wee Willie and His Wonderful Weekend, and we hated it. Our drama teacher, Mrs. Ardnoze, loved it because it had been written by her favorite nephew. He must have been semiilliterate. (He had an imagination though. The play dealt with a small kid who beats up two bullies (he knew judo) who are terrorizing his friends. When his friends don't appreciate his efforts, he tries to commit suicide by standing on a block of ice with a noose around his neck. In the end, he gets cold feet and gives up.) It was comedy.

Mrs. Ardnoze's rehearsals were frustrating. She never worried about anything except pronunciation. In the middle of an actor's speech, she would scream, "Youre pronouncing your eithers incorrectly again! Repeat the speech that ends'. . want one either,' and do it right!" When opening night arrived, the cast had memorized only a dozen words, but they pronounced them properly.

I put the program together, but I never got a chance to proofread it. The front cover said "Class of 79," but it should have been "Class of 76." The freshmen resented the mistake. I told them to take a flying leap into icy H2O.

On the second page of the program, I listed the cast and the character each one played. It looked like this:

Bully Number One	Jack Swint
Wee Willie	Orville Swint
Geneva	Sarah Coventry
Bully Number Two	Bill D. Kidd

On the third page I listed the companies we wanted to thank. I didn't want to number them so I did it like this:

. Swensons Pie Factory
. Chavez Chinese Laundry
. Swede's Pizza Place

My biggest mistake was to put an H in front of Mrs. Ardnoze's name in the program. I'm an exstudent now.

The Test

For Objective 1 – Check the best answer:

Punctuation marks can be compared to:

____ a. Wheels on a car
____ b. Recycled bottles
____ c. Traffic signs
____ d. All of the above

For Objective 2 – Check the words or phrases with correct apostrophes:

____ does'nt ____ can't ____ Back in '68
____ I'm a roper ____ theyll ____ he'll

For Objective 3 – Add apostrophes where necessary. (Don't omit any even if the word would be clear without apostrophes.)

a. His numbers all look like backward 4s.
b. Her name has three Is in it.
c. The list had more donts than dos.

For Objective 4 – True or False

____ a. 16'11" could mean 16 yards 11 feet.
____ b. 9'57" probably means 9 minutes 57 seconds.
____ c. 5'7" is less than 6'.

For Objective 5 – The mark of punctuation to use around quotations within quotations is the _____.

For Objective 6 – Underline to indicate italics where necessary:

Psalm of Life (a short poem)
Tender is the Night (a novel)
Tender is the Knight (one-act play)
the Mona Lisa (a painting)
Post hoc, ergo propter hoc reasoning
He makes his g's like q's.
The word wench has an interesting history.

For Objective 7 – Add hyphens where necessary:

Several people claimed the worn out mink stole. None of them seemed to care that it was worn out. It was an easily forgotten incident.

For Objective 8 – Add hyphens where necessary.

The newspaper was quasiindependent.
The exeditor was wide open to charges of corruption.
So were twenty two other employees.
They decided to reform [to form again] the editorial staff.

26

For Objective 9 – Check the items showing correct use of brackets:

____ a. "I want to be a belly-dance[sic]."
____ b. [No one (not even the teacher) knew the answer.]
____ c. . . . came upon the murderer. [This story was never finished. – Editor]
____ d. The Tonight Show comes on at 9:30 p.m. [10:30 p.m.].

For Objective 10 – Fill in the blanks:

Ellipsis dots are constructed with _____.
Ellipsis dots are used when _____.

For Objective 11 – Construct a brief (2 or 3 item) listing which includes leader dots:

For Objective 12 – Add bullets whenever logical:

The letter must be approved by:
The company president
The vice-president of sales
The board of directors

CE 008 830

For Objective 13 – Give an example of a term which includes a superscript:

Give an example of a term which includes a subscript: